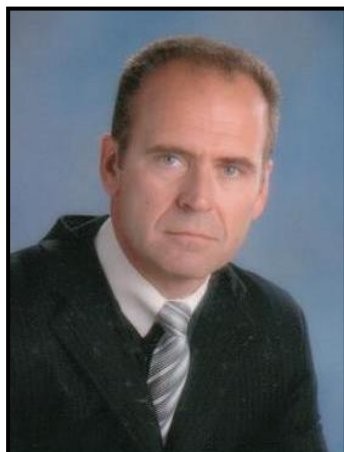




RIELITY CHECK

A publication of the Louis Riel Teachers' Association (www.lrta.ca)

March 2015



PRESIDENT'S MESSAGE President – Frank Restall

LRTA Annual General Assembly

Wednesday, April 15th

This is the one meeting all members should attend!

At the end of each Rielity Check message, I

sign off with "Take care of yourself and take care of each other". I do this as a reminder to members about the importance of both personal and collegial wellness.

As educators, the expectations can, at times, seem overwhelming. In this day and age, taking care of yourself and supporting one another is not wishful thinking but a necessity. In addition, the LRTA, your Association, is proud to always provide support to members.

"Take care of yourself and take care of each other"

can also be applied to Workplace Safety and Health. The Workplace Safety and Health Act supports every worker's right to a safe and healthy workplace. Every worker shall "take reasonable care to protect his/her safety and health and the safety and health of other persons...". There is a clear expectation that workers will comply with the Act and the Regulations.



An assumption that the Workplace Safety and Health Act only applies in industrial settings is incorrect. The Act applies to LRTA members every day. According to legislation it is a right to have a workplace that secures workers "from risks to their safety, health and welfare arising out of, or in connection with, activities in their workplaces". Every worker is protected by the Act and LRTA members are entitled to that protection.

Accompanying the right to a safe workplace is the expectation that every LRTA member has a responsibility to ensure a safe workplace.

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President's Message (con't)

As always, rights and responsibilities are inextricably connected. As a member, you must expect a safe workplace and you must ensure a safe workplace for you and for others.

In our work settings, the simplest way to ensure safety is to use the LRSD Incident Report Form (found on the LRSD website <https://portal.lrsd.net/departments/hr/Forms/Forms/AllItems.aspx>) whenever an incident that compromises a safe working environment occurs. Completing and submitting an Incident Report Form identifies the risk to members and will be the first step in eliminating that risk. Many risks can be addressed at the worksite level but submission of the Incident Report Form will not only have the risk addressed but the form will be sent to the Workplace Safety and Health Committee for Louis Riel where the form will be recorded and the information shared with the Committee.

In no way can the submission of the form be used against a member for evaluation or disciplinary purposes. That guarantee is in legislation. In addition, a member is actually violating the Act if an Incident Report Form is not submitted when a risk is identified or an incident occurs. Further, a member is also in contravention if he/she witnesses an incident that occurred to someone else and doesn't fill out the form. Thus, "take care of yourself and take care of each other" is actually a statement of your legal responsibilities and expectations for Workplace Safety and Health.

MTS has distributed powerful posters dealing with verbal, physical and cyber violence. These posters have caused members around the province to become more acutely aware of violence in the workplace. **Violence in any form is not to be tolerated.** If you are a victim of violence in the workplace you should fill out an Incident Report Form and ensure that your Principal/Supervisor is made aware of the incident. If an act of violence is repeated throughout your workday, you should be filling out an Incident Report Form for each act. As an individual, you can have a positive impact for other LRTA members and other employees by reporting these incidents. **Problems cannot be addressed if problems aren't identified. Members are compelled to report each incident so that action can be taken, supports can be established and protection of other members can occur.** Although completing the Incident Report Form is an individual act, you are demonstrating your support of the entire membership who, in turn, is supporting you through the same procedure.

Next month, another opportunity for you to support the entire membership occurs. **The LRTA Annual General Assembly (AGA) is scheduled for April 15, 4:30 pm at ATC.** Each year, the Association asks members to consider the AGA to be a professional obligation and to attend this one meeting.



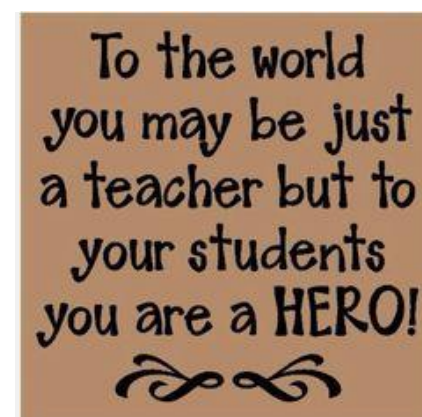
AGA 2015

The strength of your Association is directly attributed to each member's participation and therefore, your attendance at AGA is needed. Please ensure that you and your colleagues are in attendance on April 15. I look forward to seeing you at AGA.

As always, take care of yourself and take care of each other!

Frank Restall

President, Louis Riel Teachers' Association



Spread the Word

VP Professional Development – Marcela Cabezas

LRTA members often contact our office to find out what they need to do in order to be reimbursed after they have attended a PPDF event. Receipts are to be submitted to the Board Office to the attention of the PPDF Secretary once an online report form is submitted through the PPDF portal.



These online report forms provide members with a list of ways through which they can share their learning experiences with colleagues. One such option is to write a piece for the Rielity Check to help spread the word about the benefits one can gain by attending a given event. The following article features reviews of PD events that were popular amongst our members this year. Members will find the following reviews to be informative, thought-provoking and may inspire others to attend future PPDF events. My thanks go out to Jennifer Engbrecht, Mark Schmidtke, and Amber Britsky, all of whom contributed their thoughts towards the creation of this article.

PD Event: “A Day of Listening Activities”

Presenter: Marcelline Moody

LRTA Member

Contributor: Jennifer Engbrecht – École St.Germain

Each year, the Winnipeg Symphony Orchestra

has several concert series for different grade levels to provide opportunities for schools in our province to be exposed to the Winnipeg Symphony Orchestra and to experience live symphonic music from various time periods. The Adventures in Music concert series is for Grades 4-6. According to their website, it is attended by more than 15,000 students. There is an engaging theme each year that connects all the music together. This year, the theme is “One Voice”, to “celebrate the opening of the Canadian Museum of Human Rights”. The concert will “explore music that celebrates freedom, peace, and equality.”



The WSO collaborates with the Manitoba Orff Chapter to provide a workshop day for music teachers to work with one of the main organizers of the event, Marcelline Moody. She creates amazing listening activities that touch on the five elements of the Orff approach (singing, instruments, moving, listening, and speech) to engage students in the process of learning and understanding the various works that will be played at the concert. On Friday, October 3rd, 2014, I attended this day of listening activities. I received a study guide and a CD (available in English and French) that I used throughout the day to take notes. This guide provides information about listening activities, concert etiquette, curricular connections, information about the symphony and conductors, etc. I absolutely loved hearing the art presentation, for which the Power Point is provided on the website. This is for making cross-curricular connections with art while listening to one of the pieces. We also had the opportunity to listen to Manitoba composer, Andrew Balfour, who arranged a piece about Louis Riel. We spent the day experiencing the musical works as the students would, always with Marcelline adding new thoughts and ideas to supplement the study guide.

Spread the Word (con't)

It is because of these new insights and ideas that Marcelline offers throughout the day that I feel it is extremely beneficial to attend this PD event and experience the music live as it demonstrates learning by doing.

For more information:

<http://www.wso.ca/education/31/detail/22>

PD Event: "Best iPad Apps to Enhance Instruction and Strengthen Student Learning"

Presenter: Patsy Lanclos for Bureau of Education & Research

LRTA Member

Contributor: Mark Schmidtke
- Nelson McIntyre Collegiate

This past November I took advantage of an opportunity to attend a workshop through PPDF to help me explore how to use technology in my classroom. I attended the "Best iPad Apps to Enhance Instruction and Strengthen Student Learning" workshop put on by the Bureau of Education & Research. The instructor was Patsy Lanclos, from Texas, who describes herself as "an educator with extensive experience as a teacher, technology trainer, administrator, university professor and national consultant". Mrs. Lanclos was a great instructor, showing both enthusiasm and expertise of the subject matter. The workshop was designed around the use of the iPad and its apps to enhance student learning.

We took the morning to discuss Technological, Informational and Network Literacy, Digital Citizenship and the Five C's (Critical Thinking, Communication, Connecting, Collaborating and Creating). The workshop was designed for multiple subject areas and Mrs. Lanclos did a great job connecting the morning session with the variety of subjects each of us taught. In the afternoon we broke into our subject areas and got hands on experience with some of the more popular apps we could use in our classroom. I found this time extremely productive as not only did I get time to explore, but I was also able to talk to other teachers who were more than willing to share some of the great things they are doing in their classrooms.



One of my major hopes going into this workshop was to come away from with a couple of apps that I could use right away in my class. I thought that if I could get one or two ideas, it would have been worth my time. Mrs. Lanclos was a fountain of knowledge and an extremely hard worker.

When we arrived at the workshop we were given a 100+ page booklet with some very in-depth instructions on how to make use of your iPad effectively (I consider myself an advanced user and there were some tricks in the booklet that I didn't even know) and a complete list of a variety of apps broken down by subject area; approximately 250 apps in total. I find this resource extremely valuable not only to myself, but to the entire school as well. Another highlight from the workshop was when Mrs. Lanclos invited us to join her online community of educators who have taken this workshop before. People from around the world can share their favorite apps or add new apps that they have found to be effective for student learning. By being part of this community, I can talk with people that I would not have otherwise had the chance to speak with as well as share my classroom experiences with them. I do believe that this was an excellent learning opportunity and I highly recommend this workshop to anyone looking to strengthen their understanding of how to use technology in their classroom.

Reminders: If you have recently changed your personal information such as name and or address, please contact the LRTA office at (204) 929-5782 and have them update your information.

Spread the Word (con't)

PD Event: " Universal Design for Learning: Literacy & Numeracy in the UDL Classroom"

Presenter: Dr. Jennifer Katz

LRTA Member

Contributor: Amber Britsky – Highbury School

This is the follow-up workshop to Dr. Jennifer Katz's *Introduction to Universal Design for Learning*. In this workshop she continues to emphasize the importance of creating inclusive classrooms by making learning accessible to diverse learners while developing higher order thinking skills, and a passion for learning. One of the key points in this workshop is the similarities between numeracy and literacy, both of which require comprehension, response, metacognition, and affective engagement.



I feel I have more strategies with literacy than I do with numeracy. Since attending this workshop, I have begun to emphasize the importance for students to understand when and why they apply specific math strategies to solve problems;

not just "the steps you follow" for the questions in this unit. As a result I have students demonstrating a better understanding of the concepts and being able to apply them in a variety of ways to differing situations to problem solve. Yesterday, I was introducing my students to long division. For many this was their first experience with the skill that most siblings and even parents have stated to be the most difficult skill in math for Grade 5/6 students. I began the lesson by challenging my students to use what they know about multiplication and division to figure out their own strategy with a partner. I was pleasantly surprised when my students came up with strategies that I hadn't even considered using in order to accurately accomplish the task.

I have attended many of Dr. Katz's workshops and what I appreciate most about them is that she always includes the education philosophy behind the strategies she is recommending. From this workshop I got strategies for literacy and numeracy that were easy to implement and that could be used with ALL the students in my inclusive classroom.



MARCH

Wednesday, 18th LRTA Council Meeting

Monday, 30th - Friday, April 3rd Spring Break

APRIL

Tuesday, 7th LRTA Executive Meeting

Wednesday, 8th LRTA Council Meeting

Wednesday, 15th LRTA Annual General Assembly - ATC

Thursday, 23rd Maternity/ Parental Leave Seminar

Wednesday, 29th LRTA Appreciation Dinner – ATC

MAY

Wednesday, 6th LRTA Executive Meeting

Wednesday, 13th LRTA AGM Binder Meeting

Wednesday, 20th LRTA Council Meeting

Wednesday, 20th – Saturday, 23rd MTS AGM

JUNE

Wednesday, 3rd LRTA Executive Meeting

Wednesday, 10th LRTA Retirement Reception

Wednesday, 17th LRTA Council Meeting

Let the Bargaining Begin.....

VP Collective Bargaining – James Bedford

Steps to Achieving a Collective Agreement

As we are in the midst of negotiating a Collective Agreement, and a number of members are asking questions about the negotiation process, I thought it would be timely for a review. Many thanks to my predecessor, Barry Wittevrongel, from whose pen this article originated a few years ago.



Step 1

The LRTA Council appoints the Bargaining Committee, usually in the year prior to the expiry of the current Collective Agreement (CA).

Step 2

The Bargaining Committee develops proposed clauses based upon issues that have arisen or needs that have been identified by members through surveys, and also seeks advice from the Collective Bargaining Standing Committee of MTS.

Step 3

The Bargaining Committee puts together the package of proposed clauses for presentation to Council.

Step 4

The package is presented to Council, usually at the February meeting prior to the expiry of the current CA. Council Reps take the package back to the schools to be shared with members.

Step 5

At the next Council Meeting, usually March, Council approves the package and a letter is sent to open negotiations with the Division. The Collective Bargaining Chair names the Table Team that negotiates with the LRSD Committee.

Step 6

The letter to open is received by the Division and discussion occurs to set dates for negotiations. Past practice has been that dates are set for May and June.

Step 7

The first two meetings usually involve presentation of the opening packages. The LRTA presents its package to the Division first with the Division responding at the second meeting.

Step 8

More intensive bargaining begins with the goal of achieving an agreement at the table. This may take several meetings to achieve. If achieved, an **agreement-in-committee** has occurred (see Step 9). If not achieved, **impasse** is declared and the parties begin Step 10.



Let the Bargaining Begin..... (con't)

Agreement-in-committee

Step 9

The LRTA is required to hold a member ratification vote to approve the changes to the collective agreement. This is a membership wide vote and MTS may be represented at the meeting.



Impasse

Note - At any time, both parties can agree to return to the bargaining table.

Step 10

A recommendation from the LRTA Table Team to apply for arbitration would go to Council for approval. (Either party may request the appointment of a conciliation officer to intervene or a joint recommendation may be made for mediation. The goal at this stage is to see if there is any possibility of a negotiated agreement.)

Step 11

Each party names their nominee to the arbitration panel and a chair is selected by the two nominees, meaning that the arbitration panel consists of three individuals.



Step 12

Dates are set for the arbitration hearing.

Step 13

Each party presents arguments and counter arguments to the arbitration panel.

Step 14

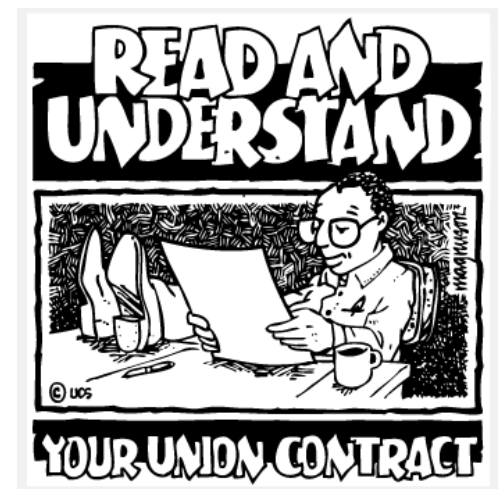
The arbitration panel receives all of this information and the chair writes his/her report. The award is binding on both the LRTA and the LRSD.

There are no established time frames for negotiations or arbitration. Typically, negotiations may run over a period of months. Should impasse be declared, there may be a period of several months to explore conciliation. Arbitration dates are often set six months or more in advance, and a wait period of a month or more for the final ruling is not unusual.

Regardless of whether the new Collective Agreement is achieved at the negotiation table, through conciliation or through arbitration, it is retroactive to the date of expiry of the previous Collective Agreement. The parties may agree to make specific amendments applicable to other dates, as can an arbitration panel.

“The two most powerful warriors are patience and time.”

- Tolstoy



Le coin des



Il ne reste qu'une seule réunion du Conseil des écoles des ÉFM 2014-2015:

- Le samedi 2 mai 2015 de 9 h à 14 h à McMaster House

47^e Assemblée générale annuelle 2015

« L'éducation en français : notre fierté! »

L'assemblée générale annuelle se déroulera le vendredi 17 avril 2015, de 9 h à 16 h, à l'hôtel Canad Inn Club Regent Casino 1415, avenue Regent Ouest (Winnipeg).

Il y aura une réunion de cartable pour toutes et tous les délégué.es de la LRTA le jeudi 9 avril à 16h15 au bureau de LRTA (Dr. D. W. Penner School). Il est très important que vous y soyez présents!

Atelier Ipartage animé par Arianne Cloutier

Lors de cette journée de partage d'applications, vous aurez l'occasion de découvrir de nouvelles applications, de partager avec les autres vos applications préférées et d'explorer le monde des applications. Si vous êtes débutant, ou si ceci vous intéresse, il y aura une partie de la journée où Arianne Cloutier partagera ses trucs iPads avec vous. Elle partagera également ses coups-de-cœur. Pour que cette journée soit efficace, il est préférable que vous ameniez votre iPad. Le samedi 11 avril 2015 de 9 h à 15 h 30

Salle B1, McMaster House, 191, rue Harcourt (Winnipeg).

Date limite pour l'inscription : le vendredi 20 mars à 16 h - Frais d'inscription : 10 \$, mais vous recevrez une carte iTunes d'une valeur de 10 \$.

Pour vous inscrire, vous n'avez qu'à contacter Lynne Johansson à

ljohansson@mbteach.org ou en composant le (204) 888-7961, poste 229.

Festival du conte de Winnipeg (6 au 8 mai)

Plusieurs ateliers et spectacles sont offerts aux enseignants et à leurs élèves de FL1 et FL2 de la maternelle à la 12^e année. Animatrices cette année : Janine Tougas, Natalie Labossière, Myriame Martineau, Pour plus de détails, visitez le <http://www.efm-mts.org/festival-du-conte/>



TO EQUALIZE POWER AMONG US

Tools for Change



We can make active choices to create the space for transformation. For those of us who bring the pattern of privilege, here are some guidelines to help us equalize relations. Privilege is invisible to those who have it. To create a context which embraces diversity, in which no one is marginalized, a conscious and ongoing effort is required. Noticing and changing what we take for granted, we make room for everyone's contribution. From a place of Fair Witness, with a desire to examine our sensitivity to respecting boundaries in the presence of power imbalances, **Consider the following questions**

In The Ways We've Been Oppressed

Chaos theory and study of complex adaptive systems teaches that the richest innovations and learning happen at the margin. Yet, we tend to ignore the margins, those with privilege have never needed to understand the experience of others. Offending behaviors may not be calculated to protect power but simply a reflection of ignorance reinforced by complacency.

For all to survive, we can't afford to collude with our own marginalization or oppression by being silent. It is precisely our experience at the margins that is needed to inform and shape decisions. So, in addition to keeping ourselves in check regarding whatever ways we possess privilege, it is vital that we stop constraining ourselves—despite the fierceness of the force and fear that push on us in the particular ways that relate to how we have experienced being an “outsider.” We have to take the risk of putting our experience into the center.

- Do I tend to always speak first, interrupt or take more than my share of space?
- Do I unilaterally set the agenda?
- Do I assume I'm more capable?
- Do I trivialize the experience of others?
- Do I challenge or question the tone, attitude or manner of others?
- Do I make assumptions about what someone is more “suited” for?
- Do I take responsibility for, think for, or speak for others?
- Do I assume an individual speaks for others from their group?
- Do I control the organization's resources?
- Do I reduce difficulties to personality conflicts, ignoring history or power factors?
- Do I assume the root of a problem is misunderstanding or lack of information?
- Do I ask others to explain, prove, or justify themselves?
- Do I mimic other cultural traditions or religious practices?
- Do I expect to be treated as an individual outside of my group's history?
- Do I ignore or minimize differences by emphasizing similarities?
- Do I equate all oppressions as equal?
- Do I expect others to be grateful?
- Do I defend mistakes by focusing on good intentions?
- Do I take things personally and miss the systemic aspects?
- Do I assume everyone has the same options I do?
- Do I assume that the visible reality is the only one operating?
- Do I expect “others” to educate me about their group's history, or sensibilities?
- Do I assume someone is exceptional compared to the “average” person of their group?
- Do I always expect to be trusted?

Am I willing to do the following?

- Remember that others speak about more than the conditions of their own group.
- Take responsibility to learn about the history, culture and struggles of other groups as told by them.
- Notice what I expect from and assume about others, and note what experiences formed my ideas.
- Address accessibility, include such things as money, space, transportation, child-care and language.
- Make sure the context welcomes everyone's voice and listen.
- Regard people as whole human beings with families, interests and ideas.
- Name unacknowledged realities to include everyone's experience.
- Expect discomfort when relating to people different from myself.
- Take responsibility for equalizing power.
- Name dominating behavior when I see it.
- Encourage pride in my own and other's ancestry and history.
- Understand individuals in the context of their social history.
- Ask questions and respect disagreements.
- Struggle over matters of principle and politics.
- Make all information accessible so others can decide if they are interested.
- Appreciate efforts that point out my mistakes or lack of awareness.
- Appreciate the risk a person takes in sharing their experience with me.
- Take risks, trust others.

Adapted from:

Breaking Old Patterns Weaving New Ties: Alliance Building
By Margo Adair & Sharon Howell
with input from Bill Aal and Susan Partnow

Tools for Change offers
training, consulting, mediation & facilitation.

www.toolsforchange.org
2408 E. Valley, Seattle, WA 98112
206 329-2201 ~ info@toolsforchange.org

To All LRTA Members

LRTA Annual General Assembly Wednesday, April 15th 2015 @4:30 Louis Riel Arts and Technology Centre

Please support your colleagues running for Executive positions!!!

Show that you value the work they do on your behalf!

Please come out to vote!
This is your chance to choose
who will represent you and
the LRTA next year!



Other major issues on the table:

- Changes to the Constitution, By-laws and Policies
- Next year's budget and membership fee

Free child care (please register with the LRTA Office).

Child care begins at 4:20 and will be held in the dining room across from the gym where the AGA takes place. The children will be fed cheese pizza, cookies and juice for supper. Crayons and paper will be supplied and games will be played.

We are asking if anyone has old toys they are willing to donate, that we can reuse from year to year, or crayons, colouring books, games etc. please bring them the night of AGA or send them to Lorrie at the LRTA office.

Please contact Lorrie at seclrta@shaw.ca if you need more information or with the names and ages of the children you wish to place in the childcare group.